Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

# THE LATIN COLUMN

## SPANISH TEACHERS SUPPORT LATIN

AT A MEETING of the North Carolina Association of Modern Language Teachers held this spring, the group of Spanish teachers, over which Professor S. E. Leavitt presided, went on record as recognizing the need of Latin in preparation for their work. The knowledge of Latin, since it is the source of Spanish, French, and Italian, should of course be very useful to anyone taking up these modern languages. Those who believe in the value of Latin study should be glad at this expression of belief in one of its benefits, and teachers should be encouraged to make their work thorough so that their students will have a genuine foundation for modern languages taken up later.

## A CRITICISM OF LATIN

LAST summer Mr. E. L. Miller, a Detroit High School Principal, made a statement that the chief drawbacks of Latin as at present offered in the high schools were that it was so uninterestingly taught and was presented with so little relation to the interesting things of Roman life. "Imagine an English course," he said, "made up of one year of Grant's Memoir, one year of Burke's speeches and one year of Paradise Lost!".

The report of Mr. Miller's remarks seems to involve, though not very logically, two real complaints about Latin work. Of course one may properly reply that in Grant, Burke, and Milton, evidently named as equivalents for Caesar, Cicero, and Vergil, some very profitable and interesting work in English could be done. It would depend on how the teacher handled the basic material. So in Latin, no matter how much or little is read. Mr. Miller seems to want quantity of reading. Quality is much to be preferred—quality in the work done with the authors selected. But in the Latin work there is a danger of loss of interest due to the fact that only a small amount of reading can be done in one lesson. The difficulty is real. Attempts to meet it are now being made in editions which give part of the reading in the original and part in translation, with the idea of getting on faster in the narrative. This method is yet rather experimental, but looks promising.

That "Latin is presented with so little relation to the interesting things of Roman life" need not, and ought not to be so. A reasonable amount of collateral reading in books on the Romans, such as this Column has been suggesting, ought to be helpful. Novels on Roman times will help. Short talks by the teacher on points connected with the reading of every day may be introduced. Interesting work for the student to do may be assigned. The Classical Journal is giving teachers suggestions every month. Along with the fundamental work in translation and grammar, the effort should be made to make the Romans seem a real people, who actually lived on this earth. A knowledge of their life, their accomplishments can be acquired and is valuable. Work on these lines will properly nullify criticisms like that of Mr. Miller. He himself, while he criticises, admits that there is interesting material in the Latin work.

## NOTES ON TERENCE

NEAR the end of one of the comedies of Terence, two old gentlemen lay violent hands on the parasite, Phormio. As they attack him he yells out: *"Vel oculum exculpe: est ubi vos ulciscar probe"*—Yes, dig out my eye even; but there'll be a time when I'll get even with you all right." A solemn old German editor has concluded, from the fact that Phormio uses the singular in *oculum,* that the actor who played the part must have been on the stage a one-eyed man!

# REORGANIZATION OF MATHEMATICS IN SECONDARY EDUCATION

A SUMMARY of the report of the national committee on Mathematical requirements. Bulletin, 1921, No. 32. Department of the Interior. Bureau of Education, Washington, Government Printing Office 1922.

The national committee on Mathematical requirements was organized in the summer of 1916 for the purpose of "giving national expression to the movement for reform in the teaching of mathematics." This committee, composed of some of the foremost mathematical minds of America added to its membership energetic and far-sighted men from the field of secondary mathematics and set itself the task of undertaking" a comprehensive study of the whole problem concerned with the improvement of mathematical education and to cover the field of secondary and collegiate mathematics." It has endeavored in its work "to establish working contact with all organizations of teachers and others interested in its problems and to secure their active assistance." In the eight chapters of this report the committee sets forth its findings.